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ABSTRACT

The six issues of selected readings present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The first five issues in this series pertain to the following aspects of school restructuring: (1) school climate; (2) assessment and placement; (3) developmentally appropriate instruction and curriculum; (4) higher-order skills; and (5) empowering teachers to serve a diverse student population. The final issue addresses diversity in early childhood education. More specific topics within the issues include racial problems, multicultural education, culturally diverse students, the dropout problem, gangs, conflict resolution, test bias, alternative assessment methods, language minority students, grade retention, multiple intelligences, at-risk students, bilingual teachers, minority teachers, teacher recruitment, professional development, teaching strategies, and parent involvement. Entries include journal articles, teaching guides, program descriptions, instructional materials, books, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a nominal fee. Includes CHIME order form and ordering information. (KS)

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IN CONJUNCTION WITH

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Selected Readings from CHIME

In conjunction with the Good Common School Project

Winter 1994

The Good Common School Project addresses the need for fundamental school reform. It defines ten critical student entitlements that will make schools more responsive to the needs of all students. CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Resources on School Restructuring: School Climate

Compiled by Pauline P. Hu

Children are entitled to attend schools that are safe, attractive, and free of prejudice. Children are entitled to attend school unless they pose a danger to other children or school staff.

Problems with School Climate

Boutte, Gloria S. (1992). Frustrations of an African American Parent: A Personal and Professional Account. *Phi Delta Kappan* 73(10), 777-782. 3 pages. **L000557**

Parent frustrations in dealings with school bureaucracy are a significant factor in teacher, parent, and school relationships. In this article, Boutte recounts her personal experiences as an African American parent with a child in an integrated school setting. Ms. Boutte examines teacher expectations of students, ability grouping, and racial bias. Order from CHIME for $0.30.

Chavez, Rudolfo Chavez et al. (1991). Dropping Out of School: Issues Affecting Culturally, Ethnically, and Linguistically Distinct Student Groups. *The Journal of Educational Issues of Language Minority Students* 8, 1-21. 22 pages. **L000403**

The authors stress that the school drop out rates of culturally, ethnically, and linguistically distinct groups are indications that our educational institutions are failing them. This article discusses the cultural and social issues that affect students who dropout. These issues are as varied as the students affected by them. The authors also provide a list of recommendations to transform our schools into institutions suited for all students. Order from CHIME for $2.20.

RC 020609

Coburn, Cynthia (1992). *Racial and Ethnic Conflict in Schools: A Print Media Search*. Boston: National Coalition of Advocates for Students. 18 pages. **L000486**

The National Coalition of Advocates for Students analyzes reports of ethnic and racial conflict in public schools appearing in newspapers nationwide during a two month period. Through the use of narratives and tables, the report analyzes incidents of racial and ethnic conflict according to geographic location, size of school district, nature of the incident, ethnicity of the participants, and the school response. Special attention is also paid to incidents involving organized hate groups. Order from CHIME for $1.80.

Eccles, Jacquelynne S., Sarah Lord, and Carol Midgley (1991). What Are We Doing to Early Adolescents? The Impact of Educational Contexts on Early Adolescents. *American Journal of Education* 99(4), 521-542. 22 pages. **L000647**

By examining a series of studies, this article explores the hypothesis that the types of educational contexts to which many adolescents are exposed during the middle-grade years contribute to the decline of their academic motivation, self-esteem, school-related behaviors, and achievement. The authors attribute this decline to the mismatch between specific middle-school environment characteristics and the developmental needs of adolescents. In general, adolescents in middle-school are faced with an increase in teacher control and a decrease in teacher efficacy and the quality of teacher-student relationships. Order from University of Chicago Press; Journals Division; P.O. Box 37005; Chicago, IL 60637.

Good, Thomas L. (1987). Two Decades of Research on Teacher Expectations: Findings and Future Directions. *Journal of Teacher Education* 38(4), 32-47. 16 pages. **L000517**

The author examines 20 years of research on teacher expectations and their effect on the classroom in general and on high and low achieving students in particular. Good describes differential treatment of students by teachers, with special attention to how teachers express low expectations. Other sections of the article cover different patterns of teacher communication, teacher behavior, and classroom applications of teacher expectations. Order from CHIME for $1.60.

Hilliard, Asa G. III (1989). Rethinking Schools: Teachers and Cultural Styles in a Pluralist Society. *NEA Today* 7(6), 65-69. 5 pages. **L000205**

The author believes that inequities in the delivery of education contribute to the low performance of minority students. Hilliard cites studies which have found that teachers offer less reinforcement to "low expectation" students. There is a need for greater sensitivity and better assessment and communication with students, and a recognition of their capacity to learn. Order from CHIME for $0.50.

The Institute for Education in Transformation (1992). *Voices From the Inside: A Report on Schooling From Inside the Classroom*. Claremont, CA: The Institute for Education in Transformation at the Claremont Graduate School. 67 pages. **L000611**

This report describes the process and findings of the first year of a participatory classroom research project. This project engaged members of school community from four public schools in Southern California to name the problems of schooling. The data strongly suggest that many of the problems that are typically identified, such as lowered achievement, high dropout rates, and problems in the teaching profession are in fact consequences of much deeper and more fundamental problems. Order from CHIME for $6.70.

Latino Commission on Educational Reform (1992). *Student Voices: High School Students' Perspectives on the Latino Dropout Problem*. New York: Latino Commission on Educational Reform. 126 pages. **L000487**

This study presents one of the few comprehensive examinations of school achievement and drop out from the perspectives of Latino students. Exploring the relationship between school climate, achievement, and student satisfaction, this report identifies a school environment which treats Latino students in a positive light, recognizing their potential and encouraging their success as key to their success. The report reveals the aspirations of Latino students and suggests ways to create an environment that allows students to realize those goals. Order from CHIME for $12.60.

Los Angeles County Commission on Human Relations (1989). *Intergroup Conflict in Los Angeles County Schools: Report on a Survey of Hate Crime*. Los Angeles: Los Angeles County Commission on Human Relations. 23 pages. **L000249**

This report presents and analyzes findings from a survey of hate crimes administered in March 1989 in Los Angeles County schools. The study examines verbal, written, and physical assaults on students and school staff. Hate crimes are analyzed according to the race, religious belief, sexual orientation, and immigrant status of the victim; types of racial crimes; schools' disciplinary responses; and possible links between hate crimes and white supremacist groups. Finally, the report compares the characteristics of schools in which no hate crimes were reported with schools with a high number of incidents. Order from CHIME for $2.30.

Menacker, Julius, Ward Weldon, and Emanuel Hurwitz (1989). School Order and Safety as Community Issues. *Phi Delta Kappan* 71(1), 39-40, 55-56. 4 pages. **L000648**

The authors argue that community-wide, not just school-based, approaches are needed to solve the violence and crime problems faced by inner-city schools. The authors survey teachers and students, revealing wide-spread fear of personal safety in four inner-city Chicago schools. However, police department records for areas around the schools indicate higher crime, violence, and disorder than in the schools themselves. The authors believe that since schools are already safer than the surrounding neighborhoods, improvements in schools can only be realized by interventions that address conditions within both the schools and their communities. Order from CHIME for $0.40.

Ponciano, John (1989). *Racism and the Hispanic High School Dropout*. A paper prepared for the Education/Youth Subcommittee of the Hispanic Agenda Task Force of Michigan, August 1989. 21 pages. **L000362**

The author views dropping out as a reflection of the problems in the educational system and the result of the deficiencies inherent in the delivery of education to Latino students. Teachers, administrators, and community leaders, as well as youths themselves, find persistent discrimination against Latino students in schools. Schools and teachers have low expectations of Latinos, which compounds the rate of failure. This paper encourages the development of a support system to encourage school completion for Latino students. Order from CHIME for $2.10.

U.S. Department of Health and Human Services (1992). *Youth Gang Bibliography*. Washington DC: Family and Youth Services Bureau. 29 pages. **L000651**

This annotated bibliography provides a comprehensive listing of books, articles, audio cassette tapes, reports, studies, how-to manuals, papers, interviews, analysis, and surveys on youth gangs. The topics covered include: general profile of gangs; profiles of adolescent female gang members; state/local reports or research on gangs; gangs and delinquency; ethnic/racial gangs; gang intervention/community responses; criminal justice responses; drugs and gangs; and gangs and violence. Order from Development Services Group; 7315 Wisconsin Avenue Suite 300E; Bethesda, MD 20814; (301)951-0056.

Improving School Climate

Boston Public Schools (1989). *Hispanic Dropout Prevention Program*. Boston: Boston Public School. 25 pages. **L000551**

This publication is an effort to prevent Hispanic children from dropping out of the Boston Public Schools. Recommendations cover students at every level in school and include: a mentor program; cultural awareness training for staff; parent involvement; family support teams; cross age tutoring; summer school; and computer assisted instructions. Also included is a lengthy list of "common sense" tips for dropout prevention. While targeting the Spanish speaking population, this guide contains useful information that can translate to other language minority populations as well. Order from Boston Public Schools; 26 Court Street; Boston, MA 02108; (617)635-9438.

Comer, James A. (1992). Organize Schools Around Child Development. *Social Policy* 22(3), 28-30. 3 pages. **L000589**

Comer argues that school improvement efforts which focus on child development will produce concrete results. He uses examples from his work with the Yale Child Study Center to demonstrate his point. The basis of this approach is to create a climate in the schools conducive for students' development and learning. A Governance and Management Team of representatives from all the adult groups associated with the school changes is the first step to establish this climate. Comer believes that schools will improve through people-centered approaches. Order from CHIME for $0.30.

Gettinger, Maribeth (1988). Methods of Proactive Classroom Management. *School Psychology Review* 17(2), 227-242. 16 pages. **L000653**

Recent research indicates that proactive classroom management reduces disciplinary problems and fosters effective education. This article outlines methods of proactive classroom management, distinctive characteristics of proactive management, and behaviors which differentiate an effective from a less effective teacher. It also summarizes various research showing that effective teachers communicate awareness to students, attend to simultaneous events, and conduct activities with smoothness and momentum. Finally, the author outlines ways to train teachers to apply proactive procedures to their own classroom. Order from Maribeth Gettinger; Department of Educational Psychology; University of Wisconsin; 1025 W. Johnson Street; Madison, WI 53706.

Grannis, Joseph C. (1991). Meeting the Goals of School Completion. *ERIC Clearinghouse on Urban Education* (69), 1-2. 2 pages. **L000414**

This articles discusses ways to increase the percentage of students graduating from high school, to increase the number of dropouts who return to school, and to close the gap in high school graduation rates between student from minority and non-minority backgrounds. Grannis identifies four categories of program characteristics which are essential for fulfilling these goals: making school relevant and providing a connection between education and employment; promoting academic success; creating positive experiences for students in the school environment; and increasing school accommodation to outside factors. Order from CHIME for $0.20.

Hammond, James R. and Real G. Boivin (1991). Improving Student Behavior. *The Practitioner: A Newsletter for the On-Line Administrator* 17(3), 1-6. 6 pages. **L000628**

This issue of the NASSP newsletter is directed to school administrators who seek to improve student behavior in schools. It provides a laundry list of "proven techniques" in each of the following types of strategies: prevention, curriculum-based, and motivational. It also includes several examples of schools that have had some success with the suggested strategies. Order from National Association of Secondary School Principals; 1904 Association Drive; Reston, VA 22091; (703) 860-0200.

Houston, Richard and Steven Grubaugh (1989). Language for Preventing and Defusing Violence in the Classroom. *Urban Education* 24(1), 25-37. 13 pages. **L000186**

Teachers and administrators must learn to foster an atmosphere that prevents violence and to effectively intervene when violence does occur. The authors suggest six steps as a proactive method for coping with violence. These include teacher self analysis, school assessment, and the creation and implementation of a strict code of policies, rules, and procedures which deal with issues of violence. As reactive methods, the authors suggest student mediator programs and describe in detail how a teacher should deal with a violent student in school. Order from CHIME for $1.30.

Lasley, Thomas J. (1989). A Teacher Development Model for Classroom Management. *Phi Delta Kappan* 71(1), 36-38. 3 pages. **L000652**

The author states that the most effective classroom management strategy is one that matches the students' needs and the teacher's style. Students at different developmental stages require different discipline techniques from their teachers. There are three basic teachers' approaches to disciplinary problems: interventionist, interactionalist, and noninterventionist. Difficulties arise when the predispositions of teachers clash with the developmental levels of students. Order from CHIME for $0.30.

National School Safety Center (1990). *Gangs in Schools: Breaking Up is Hard To Do*. Malibu, CA: National School Safety Center. 48 pages. **L000282**

Arguing that schools can play a significant role in mitigating the violence associated with gang activity, this booklet provides guidelines to help schools and communities address the problem. Background information about gangs, including a discussion of "gang characteristics," and a resource list of school and community organizations are also included. Order from National Schools Safety Center; 4165 Thousand Oaks Blvd. Suite 290; Westlake Village, CA 91362; (805)373-9977.

National School Safety Center (1990). School Climate and Discipline. In *School Safety Check Book*. Malibu, CA: National School Safety Center, 9-65. 54 pages. **L000284**

The National School Safety Center argues that there is a direct relationship between school climate and discipline--often a positive school climate encourages good discipline and effective education. This chapter provides a comprehensive introduction to school climate, outlining some standard disciplinary practices and making recommendations for a coherent disciplinary plan. Also included are profiles of eight school disciplinary programs, an extensive resource list, and three sample school climate surveys. Order from CHIME for $5.40.

Pollard, Diane S. (1989). Reducing the Impact of Racism on Students. *Educational Leadership* 47(2), 73-75. 3 pages. **L000155**

Pollard argues that teachers and school administrators not only need to understand racism and its impact on students, they must take active steps to confront racial tension in the schools. Administrators should establish a strong set of rules which deal with race-related behavior, enforce those rules for students and staff, and offer positive reinforcement for those who ease relations. Teachers must question their own racial attitudes, act as role models, and discuss racism with students in the classroom. Order from CHIME for $0.30.

Riley, Kevin W. (1991). *Street Gang and the Schools: A Blueprint for Intervention*. Bloomington: Phi Delta Kappa Educational Foundation. 43 pages. **L000634**

Written for administrators and teachers, this handbook outlines the nature of street gangs, why they exist, and why students join them. It critically examines unproductive approaches to curtail gang

activity and provides a blueprint for gang intervention that addresses staff development, school climate, cultural inclusion, and community involvement. Order from Phi Delta Kappan; 408 North Union; P.O. Box 789; Bloomington, IN 47402-0789; (812) 339-1156.

Steinberg, Adria (1991). The Killing Grounds: Can Schools Help Stem the Violence? *Harvard Education Letter* 7(4), 1-6. 6 pages. **L000147**

After discussing the serious escalation of adolescent violence, Steinberg argues that schools must teach children to understand the various conflicts they face and how to work toward a positive resolution. She discusses various approaches to and aspects of violence prevention programs and profiles two programs that have proven successful in educating students and teachers about conflict resolution. Order from CHIME for $0.60.

Wehlage, Gary G. (1986). At-Risk Students and the Need for High School Reform. *Education* 107(1), 18-28. 11 pages. **L000655**

This article addresses the need for schools to develop a different response to at-risk students. The author proposes a model program that emphasizes small class size, flexibility for schools to create an educational environment tailored to the needs of their students, a teacher culture featuring collegiality and high expectations for students, and more academic and social services for students. Order from CHIME for $1.10.

Promising Programs and Curricula

Cheatham, Annie (1988). *Directory of School Mediation and Conflict Resolution Programs*. Massachusetts: National Association for Mediation in Education. 181 pages. **L000219**

This directory presents 86 profiles of school based mediation and conflict resolution programs in 27 states and England. Arranged by state or region, each profile includes a brief history of the program, training methods, assessment information, available resources, and the address and phone number of a contact person. Order from National Association for Mediation in Education; 425 Amity Street; Amherst, MA 01002; (413)545-2462.

Jorgensen, Karen and Cynthia Stokes Brown (1992). *New Faces in Our Schools: Student-Generated Solutions to Ethnic Conflict*. Edited by Alice Lucas. San Francisco: New Faces of Liberty, Zellerbach Family Fund. 126 pages. **L000629**

This curriculum uses background materials, lesson plans, transcripts of interviews, and worksheets to address the issues causing interethnic tension and conflict. Seventeen 50-minute lessons can be integrated into different existing courses. These lessons use migration as the central concept, but focus primarily on the history and personal experiences of refugees form Afghanistan, Haiti, Mexico, and Vietnam. Students learn the source of ethnic conflicts in schools and communities and generate their own solutions through various small group assignments. Order from San Francisco Study Center; 1095 Market Street #602; San Francisco, CA 94103; (415)626-1650 or (800)484-4173 x1073.

McGary, Rita (1987). Student Forum: Addressing Racial Conflict in a High School. *Social Work in Education* 9(3), 159-168. 10 pages. **L000276**

Following a series of violent interracial incidents involving both immigrant and US-born students, Falls Church High School in Northern Virginia used formal mediation to address the individual incidents and student forums to address the increasing racial tension in the school. This case study explains how the active involvement of students in adult facilitated weekly meetings was very effective not only in stemming the violence, but in improving the interethnic relations, empowering and engaging students of color in the academic community, and addressing ways to change the school to promote a more multicultural school community. Order from National Association of Social Workers; Publication Dept.; P.O. Box 431; Annapolis Junction, MD 20701.

National School Safety Center (1989). *Alternative Schools for Disruptive Youth: NSSC Resource Paper*. Malibu, CA: National School Safety Center. 29 pages. **L000482**

This paper provides an overview of the institutional development of alternative schools for educating delinquent youth. By describing model schools and preventative programs, the paper delineates some of the key elements of alternative programs, such as individualized instruction and emphasis on discipline. The author also provides a list of successful alternative programs and an extensive bibliography of literature on the theory and practice of alternative schooling in the United States. Order from National School Safety Center; 4165 Thousand Oaks Blvd Suite 290; Westlake Village, CA 91362; (805)373-9977.

Scott, Bradley (1988). *It's A Matter of Race: Race Relations in the Desegregated Setting*. Edited by Frank Gonzales. San Antonio: Intercultural Development Research Association. 53 pages. **L000621**

This module outlines a 3 hour training class that familiarizes participants with issues regarding school desegregation, race relationships, and positive pluralistic learning environments. There are four objectives for the participants: to establish a context for examining race relations; to learn the important race relations terms; to recognize and analyze forms of racism and discrimination; and to examine the school practices and conditions that must be established and maintained by desegregated schools. These objectives are tackled through questionnaires, lectures, handouts, and group and class discussions. Order from Intercultural Development Research Association; 5835 Callaghan Road Suite 350; San Antonio, TX 78228; (210)684-8180.

Prothrow-Stith, Deborah (1987). *Violence Prevention: Curriculum for Adolescents*. Newton, MA: Education Development Center, Inc. 111 pages. **L000278**

Developed through a process of testing and application in public schools nationwide, this curriculum attempts to teach adolescents to understand the causes of violence and channel their anger in constructive ways to avoid violent reactions. The curriculum is divided into ten sessions, using active student participation and role plays to explore the existence of violence, its origins, consequences, and prevention methods. Also included are extensive background materials for

teachers including suggestions for leading classroom discussions and articles analyzing violence as a public health problem. Order from Educational Development Center, Inc.; 55 Chapel Street; Newton, MA 021590; (617)969-7100.

Thompson, Scott (1991). School Culture in Transformation: School and Community Resources at Samuel Gompers Fine Arts Option School in Chicago. *Equity and Choice* 8(1), 19-24. 6 pages. **L000650**

This article profiles the Samuel Gompers School and recounts its transformation from a school with gang problems, low attendance, and low achievement scores, to a school with highly motivated students and teachers. The school's new principal adopted two approaches to attack the school's problems: eliminating the security concerns and investing in the fine arts program so that there is a model of excellence in the midst of the school. Other factors that contributed to the school's positive changes include: successful community and parent involvement; school's appreciation of the teachers; teachers' high expectation of students; and the school's commitment to multicultural education. Order from Sage Publications Company; 2455 Teller Road; Newbury Park, CA 91320.

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Resources on School Restructuring: Assessment and Placement

Compiled by Isabel Gonzalez

Children are entitled to a broadly-based assessment of their academic progress and grading structures that enhance individual strengths and potential.

Standardized Tests and Alternative Assessment

Ascher, Carol (1990). Can Performance-Based Assessments Improve Urban Schooling? *ERIC Clearinghouse on Urban Education Digest* 66, 1-2. 2 pages. **L000452**

In this article, Carol Ascher discusses the key arguments in favor of performance-based tests in urban schools. Performance-based assessments evaluate students on the performance of specific tasks within the classroom environment, providing a more accurate assessment of student achievement than traditional standardized tests. Order from CHIME.

Ascher, Carol (1990). *Testing Problems in Urban Schools: Current Problems and New Directions.* New York: ERIC Clearinghouse on Urban Education. 44 pages. **L000329**

Ascher discusses the negative impact of standardized testing on urban schools, calling them a costly attempt to raise academic standards. This type of testing segregates students by tracking minorities into lower ability classes. Order from ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY, 10027.

RC 020009

Navarrette, Cecilia, et al. (1990). *Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs*. Washington DC: National Clearinghouse for Bilingual Education. 26 pages. **L000633**

Due to problems of item bias, item format, and test content, standardized tests cannot be used as sole indicators of bilingual students' achievement. This helpful guide provides detailed descriptions of how to implement informal approaches to assessment that can be used in conjunction with standardized tests. Order from CHIME.

Oakes, Jeannie and Martin Lipton. Making the Grade: Evaluation, Testing and Grading. In *Making the Best of Schools: A Handbook for Parents, Teachers, and Policy Makers*. New Haven: Yale University Press, 127-153. 27 pages. **L000624**

In this chapter from their book, Lipton and Oakes explain how and why teachers and administrators have abused grading procedures and standardized tests. The authors assert that the negative consequences of this abuse reach into both political and social spheres of education. Order entire book from Yale University Press, 92A Yale Station, New Haven, CT, 06520-7388.

Rydell, Laura (1990). *The Least Biased Assessment: Implications for Special Education*. Sacramento, California: Resources in Special Education. 34 pages. **L000626**

Based on the premise that all assessments are inherently culturally biased, Rydell explores methods of assessment which limit cultural bias as much as possible. Three methods are highlighted: observation-based, interview-based, and curriculum-based. Order from Resources in Special Education, 650 Howe Avenue, Suite 300, Sacramento, CA 95825.

Shepard, Lorrie A. (1989). Why We Need Better Assessments. *Educational Leadership* 46(7), 4-9. 6 pages. **L000623**

Shepard criticizes standardized tests for their focus on low order thinking skills and offers assessment alternatives to overcome the problems of "teaching to the test" and culturally biased interpretations of scores. Order from CHIME.

Valdez-Pierce, Lorraine and J. Michael O'Malley (1992). *Performance and Portfolio Assessment for Language Minority Students*. Washington DC: National Clearinghouse for Bilingual Education. 31 pages. **L000620**

To address the need for appropriate, reliable, and valid assessment instruments, this guide introduces two alternative modes of assessment: performance and portfolio. The authors provide detailed information about the purpose, development, and evaluation of each model. Because they are informal approaches that can be conducted within the natural context of the classroom, they provide a more accurate assessment than standardized tests. Order from CHIME.

The Challenges of Assessing Non-English Speaking Students

Chamberlain, Pat and Patricia Medinos-Landurand (1991). Practical Considerations for the Assessment of LEP Students with Special Needs. In *Limiting Bias in the Assessment of Bilingual Students* edited by Else V. Hamayan and Jack S. Damico. Austin TX: ProEd Publishers, 112-152. 44 pages. **LOOO627**

In this chapter, Chamberlain and Medinos-Landurand discuss the cultural and linguistic variables that impact the assessment process. They assert that the concept of time and proximity and the student's cognitive style are culturally driven and must be taken into consideration while testing. Available from ProED, 8700 Shoal Creek Boulevard, Austin,TX 78758-6897.

Lee, Alice (1989). A Sociocultural Framework for the Assessment of Chinese Children with Special Needs. *Topics in Language Disorders* 9(3), 38-44. 7 pages. **L000237**

Understanding an exceptional child's cultural background is crucial when determining educational needs. Alice Lee illustrates how to confront the challenge of effectively assessing Chinese children with two case-studies. Order from CHIME.

Lewis, Judy, Lue Vang, and Li-Rong Lilly Cheng (1989). Identifying the Language Learning Difficulties of Hmong Students: Implications of Context and Culture. *Topics in Language Disorder* 9(3), 21-37. 15 pages. **L000330**

The authors use a case-study to illustrate their discussion of the complexities of assessing Hmong children. Issues discussed include the refugee camp experience, immigration patterns, Hmong language technicalities, and village life. Order from CHIME.

Lupi, Marsha H. and Joseph Yam Ting Woo (1989). Issues in the Assessment of East Asian Handicapped Students. *Diagnostique* 14(3), 147-158. 12 pages. **L000625**

Although laws mandate that students be assessed in their native language with non-biased tests, there are few tests and few assessors that fit these criteria. In order to limit bias, Marsha Lupi and Joseph Woo suggest that assessors at least familiarize themselves with the language and culture of East Asian students. Order from CHIME.

Proctor, Adele, et al. (1984). *From English to Creole: Assessing Language Difference and Language Disorder*. Paper presented at the International Congress for the Study of Child Language, Austin, Texas, July 8-13, 1984. 30 pages. **L000327**

This summary addresses the problems associated with testing Creole speaking students. Difficulties in assessment include distinguishing between language disabilities and language difference and lack of written language in Creole. Order from CHIME.

Salinas-Sosa, Alicia (1990). *Assessment of Language Minority Students: Regional Hearing on Education of Hispanics*. San Antonio TX: U.S. Department of Education, April 10, 1990. 22 pages. **L000427**

The educational system is inadequately preparing Latino students who are limited English proficient. Testing is a particularly deficient area. Salinas-Sosa argues that testing results in tracking Latino students into lower level classes that limit their educational opportunities. Order from CHIME.

Saville-Troike, Muriel (1991). Teaching and Testing for Academic Achievement: The Role of Language Development. *Focus* 4, 2-13. 17 pages. **L000643**

Traditionally, the assessment of language minority students has focused on language, rather than the relationship between language and academic proficiency. Saville-Troike believes that this relationship is crucial in assessing these students because it distinguishes between true disability and the difficulties of learning a second language. Order from CHIME.

Assessment and Placement Decisions

Ascher, Carol (1990). Assessing Bilingual Students for Placement and Instruction. *ERIC Clearinghouse on Urban Education Digest* 65, 1-4. 4 pages. **L000451**

Currently, school personnel often misdiagnose the language difficulties of bilingual students as learning disabilities. This article argues that bilingualism is a thought process that should be taken into account when making placement decisions. Order from CHIME.

DeGeorge, George P. (1988). Assessment and Placement of Language Minority Students: Procedures for Mainstreaming. *Equity and Excellence* 23(4), 44-56. 13 pages. **L000376**

Mr. De George examines mainstreaming as one of the important goals of all specialized instruction of limited English proficient (LEP) students. He provides an in-depth analysis of assessment systems for LEP students and how they vary from state to state. Order from Equity and Excellence, Greenwood Publishing Group Inc., 88 Post Road West, P.O. Box 5007, Westport, CT, 06881-5007.

Garcia, Shernaz B. and Alba A. Ortiz (1988). Preventing Inappropriate Referrals of Language Minority Students to Special Education. *NCBE New Focus* 5, 1-13. 12 pages. **L000419**

Language minority students are often inappropriately placed in special education classes. To combat this trend, the authors promote the use of Teacher Assistance Teams (TAT), comprised of regular classroom teachers elected by their peers, to facilitate prereferral problem solving. Order from CHIME.

Tucker, James A. (1980). *19 Steps for Assuring Nonbiased Placement of Students in Special Education*. Virginia: ERIC Clearinghouse on Handicapped and Gifted Children. 32 pages. **L000418**

The placement practices of school districts often result in the overrepresentation of students of color in "educable mentally retarded" and learning disabilities classes. This 19-step appraisal process may be used as a safeguard against such biased placements. Order from CHIME.

Willig, Ann C. (1986). Special Education and the Culturally and Linguistically Different Child: An Overview of Issues and Challenges. *Reading, Writing, and Learning Disabilities* 2, 161-173. 13 pages. **L000314**

This article presents some reasons for the disproportionate number of minority students in special education programs. Willig asserts that two of the main causes for this phenomenon are 1) covert and overt discrimination, and 2) the inability to distinguish between normal second language acquisition problems and true learning disabilities. Order from Hemisphere Publishing Corporation, 1900 Frost Road, Bristol, PA, 19007.

Retention

Cosden, Merith, Jules Zimmer, and Paul Tuss (1991). *The Impact of Age, Gender, and Ethnicity on Kindergarten Entry and Retention Decisions*. Paper presented at the American Educational Research Association Conference, 1991. 32 pages. **L000377**

This conference paper explores how age, ethnicity, and gender are related to the retention rates of kindergarten children. The authors review research findings which indicate that retention very often leads to school failure and high drop-out rates. Order from CHIME.

Meisels, Samuel J. (1989). High Stakes Testing In Kindergarten. *Educational Leadership* 46(7), 16-22. 7 pages. **L000630**

This article explores the concept of "readiness" and its relationship to kindergarten retention practices and extra year programs. More and more children are retained in kindergarten or denied access to kindergarten because of low scores on invalid, unreliable readiness tests. Teachers must view each child's development individually and look to alternative methods for ascertaining readiness. Order from CHIME.

Natale, Jo Anna (1991). Making the Grade: Promotion or Retention? Ideas are Changing--Again. *The Executive Educator* 13(1), 15-18. 4 pages. **L000640**

Natale presents the pros and cons of retention and reviews research conducted to study its effects on students. Natale believes that more important than finding alternatives to retention, teachers should work towards preventing it. Order from CHIME.

Schulz, Tom (1990). Testing and Retention of Young Children. *The State Board Connection: Issues in Brief* 10(2). 1-8. 8 pages. **LOOO635**

Although some teachers believe that retaining students is an effective method of maintaining high academic standards, Tom Schulz presents compelling evidence against this common practice. Contrary to popular belief, retention raises drop-out rates, has little or no effect on student achievement, is not cost-effective, and is seen as a punishment by children. Order from National State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314.

Shepard, Lorrie A. and Mary Lee Smith (1988). Flunking Kindergarten: Escalating Curriculum Leaves Many Behind. *American Educator* 13(2), 34-38. 5 pages. **L000519**

In this article, Shepard and Smith summarize their research on kindergarten retention. The authors conclude that kindergarten retention is not an effective method of remediating students, does not ensure future academic success, and has a stigmatizing effect on young children. Their studies indicate that schools that allow a more flexible curriculum and less stringent instructional methods have lower retention rates. Order from CHIME.

Walker, Elaine M. and Serge Madhere (1987). Multiple Retentions: Some Consequences for the Cognitive and Affective Maturation of Minority Elementary Students. *Urban Education* 22(1), 85-102. 18 pages. **L000639**

What happens instructionally to retained students? The authors found that there were variations in the achievement of retained students based on whether they were placed in a heterogeneous or homogeneous setting. Order from *Urban Education*, Customer Service, Sage Publications 2455 Teller Road, Thousand Oaks, CA 91320.

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Summer 1994

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Resources on School Restructuring: Developmentally Appropriate Instruction and Curriculum

Compiled by Leticia Ibarra

Children are entitled to comprehensible, culturally supportive, and developmentally appropriate curriculum and teaching strategies.

Developmentally Appropriate Practices in Early Childhood Education

Elkind, David (1989). Developmentally Appropriate Practice: Philosophical and Practical Implications. *Annual Editions (1992/93)* Article 14, 78-82. 5 pages. **L000714**

In this essay, David Elkind highlights some of the differences between developmentally appropriate educational psychology and psychometric educational psychology. Elkind states that one benefit of the developmental approach is that it seeks to create students who want to know, not students who know what we want. Despite the fact that developmentally appropriate educational practice has been well received, the prospects for such a shift are not good. Educators and administrators are reluctant to accept it in practice. Order from Dushkin Publishing Group; Luice Dock; Guilford, CT 06437; (203) 453-4351.

Gullo, Dominic F. (1992). *Developmentally Appropriate Teaching in Early Childhood*. Washington, DC: National Education Association. 96 pages. **L000685**

In this book, Gullo explores early childhood education using research that has proven that children learn best when teaching methods and materials best meet the children's chronological and cognitive stage of development. Gullo examines children's thinking, the classroom environment, responsive and flexible teaching methods, and parent participation. In addition, Gullo discusses the evaluation and development of developmentally appropriate curriculum. Order from National Education Association; P.O. Box 509; West Haven, CT 06516; (800) 229-4200.

RC020009

Kostelnik, Marjorie J. (1993). Developmentally Appropriate Programs. *ERIC Digest*, July 1993. 2 pages. **L000701**

This paper aims to debunk the myths surrounding developmentally appropriate practices (DAP) or programs and to outline what constitutes DAP. One myth states that DAP is inappropriate for culturally diverse groups, for children of varying socioeconomic backgrounds, or for children with special needs. Kostelnik contends that the principles guiding developmentally appropriate programs are universally applicable. She also highlights the importance of treating children as individuals, by recognizing their changing capabilities, their culture, past experiences, and current circumstances. Order from CHIME.

Nai-Lin Chang, Hedy & California Tomorrow (1993). *Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education*. San Francisco: California Tomorrow. 102 pages. **L000702**

This California Tomorrow report explores the challenges faced by early care and education. Their survey results indicate that cultural and linguistic diversity are the norm for child care centers across the state of California. The authors underscore the importance of culturally, linguistically, and developmentally appropriate early child care and education by referring to relevant research and literature. They specifically aim to introduce practitioners and policy makers to the growing body of research about appropriate care. Order from CHIME.

National Association for the Education of Young Children (1988). NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5- Through 8-Year-Olds. *Young Children* 43(1), 64-84. 21 pages. **L000716**

NAEYC believes that the extent to which the curriculum and instructional methods are developmentally appropriate for children 5 through 8 years of age is an index of the quality of primary education. This position statement describes both developmentally appropriate and inappropriate practices in the primary grades. The major areas of focus are teaching strategies and the integrated curriculum. NAEYC recognizes that the most effective teaching practices are those that guide children's learning and are not limited to seat work and textbooks. Order from CHIME.

NAEYC (1989). *Appropriate Education in the Primary Grades*. Washington, DC: National Association for the Education of Young Children. 24 pages. **L000518**

This pamphlet outlines the NAEYC's position on appropriate and inappropriate practices in the primary grades. Curricular, instructional, and assessment practices are reviewed and recommendations are made. NAEYC believes that appropriate practices or recommendations should enhance children's knowledge and skills using stimulating, holistic methods that take into consideration the physical, social, emotional, and intellectual needs of *every* child. Order pamphlets from NAEYC; 1509 16th Street, NW; Washington, DC 20036; (800) 424-2460.

NAEYC and the National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE) (1991). Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8. *Annual Editions (1992/93)* Article 18, 86-94. 9 pages. **L000715**

In this position statement, the NAEYC and the NAECS/SDE guide teachers and supervisors to make informed decisions about appropriate curriculum content and assessment, and to evaluate existing curriculum and assessment practices. They advocate for more approaches that take into consideration the child's background, abilities, and existing knowledge. Order from Dushkin Publishing Group; Luice Dock; Guilford, CT 06437; (203) 453-4351.

Schweinhart, Lawrence J. and Charles F. Hohmann (1992). The High/Scope K-3 Curriculum: A New Approach. *Principal* 71(5), 16, 18-19. 3 pages. **L000732**

This article evaluates the High/Scope K-3 curriculum. The High/Scope K-3 curriculum differs from typical teacher-directed instruction and other child-centered curricula because it emphasizes the child as a self-initiating, active learner and uses cognitive development theory to stress problem solving and independent thinking. Furthermore, because findings indicate that High/Scope children scored better on achievement tests than they would have in regular classes, the High/Scope K-3 curriculum assuages the worries many have about developmentally appropriate practices' ability to meet those standardized measures. Order from CHIME.

Shepard, Lorrie A. and Mary Lee Smith (1988). Flunking Kindergarten: Escalating Curriculum Leaves Many Behind. *American Educator* 12(2), 24-38. 5 pages. **L000519**

This article summarizes the authors' research on kindergarten retention issues. Their findings suggest that kindergarten retention has a stigmatizing effect on students and does not improve later academic achievement. Shepard and Smith found that flexible schools-- where teachers and administrators adapted the curriculum and instructional practices to a wide range of individual differences-- generally retained few students. Order from CHIME.

Developmentally Appropriate Practices in Middle School and Secondary Education

Carnegie Council on Adolescent Development (1989). *Turning Points: Preparing American Youth for the 21st Century.* Washington, DC: Carnegie Council on Adolescent Development. 106 pages. **L000678**

This report examines the condition of America's young adolescents and the ability of middle-schools, health institutions, and community organizations to serve them. The Task Force on Education and Young Adolescents makes recommendations for new structures for middle-grade education that help to preserve a strong and vital America. The Task Force highlights the low academic performance of young people of color, and recommends heterogeneous grouping and cooperative learning practices which better ensure success for all students. Policymaking and its role in building the future for young adolescents are also discussed. Abridged version available from CHIME free. Order full report from Carnegie Council on Adolescent Development; 2400 N. Street, NW; Washington, DC 20037; (202) 429-7979.

Eccles, Jacquelynne S., Sarah Lord, and Carol Midgley (1991). What Are We Doing to Early Adolescents? The Impact of Educational Contexts on Early Adolescents. *American Journal of Education* 99(4), 521-542. 22 pages. **L000647**

By examining a series of studies, this article explores the hypothesis that the types of educational contexts to which many adolescents are exposed during the middle-grade years contribute to the decline of their academic motivation, self-esteem, school-related behaviors, and achievement. The authors attribute this decline to the mismatch of specific middle-school environment characteristics with the developmental needs of adolescents. In general, adolescents in middle-school are faced with an increase in teacher control, a decrease in a teacher's ability to teach effectively to them, and a decrease in the quality of teacher-student relationships. Order from University of Chicago Press; Journals Division; P.O. Box 37005; Chicago, IL 60637.

Lazear, David (1994). *Seven Pathways of Learning: Teaching Students And Parents About Multiple Intelligences*. Tuscon, AZ: Zephyr Press. 230 pages. **L000743**

This book is David Lazear's third book of a series on multiple intelligences (MI). While defining the MI areas-- verbal, visual, rhythmic, logical/mathematical, kinesthetic, intrapersonal, and interpersonal-- (as conceived by Howard Gardner), Lazear provides many examples and exercises that educators and parents can utilize. He pays special attention to the developmental appropriateness of MI instruction by distinguishing between activities geared toward elementary, middle, and secondary students. The Multiple Intelligence theory acknowledges children's diverse learning styles and varied repertoire of skills and encourages schools to do the same. This book is well organized, clear, and easy to follow. Order from Zephyr Press; P.O. Box 66006-W; Tuscon, AZ 85728-6006; (602) 322-5090.

Scales, Peter C. (1991). *A Portrait of Young Adolescents in the 1990s: Implications for Promoting Healthy Growth and Development*. Carrboro, NC: Center for Early Adolescence. 91 pages. **L000692**

The period of early adolescence represents the last genuine chance for primary prevention of many youth problems. This article shows that many trends point to a growing number and proportion of young adolescents who are at high risk of being underprepared for, and unsuccessful, in the modern social world. This report addresses policymakers and practitioners in education, health, social services, youth organizations, and government. It provides a statistical portrait of trends that will affect the young adolescent age group (10-15 year olds) in the 1990s, and a developmental framework for creating responsive policies and programs. Order from Center for Early Adolescence; School of Medicine; University of North Carolina at Chapel Hill; D-2 Carr Mill Town Center; Carrboro, NC 27510; (919) 966-1148.

Scales, Peter C. and the Center for Early Adolescence (1992). *Windows of Opportunity: Improving Middle Grades Teacher Preparation*. Carrboro, NC: Center for Early Adolescence. 190 pages. **L000725**

This report summarizes the findings of the Center for Early Adolescence. The research team investigated middle-grades teacher preparation in the United States to determine what might be done to strengthen preparation for teaching at this level. The authors report that the cornerstone for schools where *all* young adolescents are academically successful is the recognition of the physical, emotional, cognitive, and social needs of the age group. "This recognition requires teachers who have been adequately prepared to understand those needs and who are able to instruct young adolescents effectively." Order from Center for Early Adolescence; School of Medicine; University of North Carolina at Chapel Hill; D-2 Carr Mill Town Center; Carrboro, NC 27510; (919) 966-1148.

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Resources on School Restructuring: Higher-Order Skills

Compiled by Leticia Ibarra

Children are entitled to access to a common body of knowledge and the opportunity to acquire higher-order skills.

Higher Order Thinking Skills

Greeno, James G. (1989). A Perspective on Thinking. *American Psychologist* 44(2), 134-141. 8 pages. **L000694**

In this article, Greeno proposes three framing assumptions for the study of thinking: physical and social contexts, personal and social beliefs about learning, and the ability to think and learn. Evidence consistent with these assumptions is outlined, and topics in the psychology of thinking (productive, higher order, and creative) are discussed. Order from CHIME.

Pogrow, Stanley (1990). Challenging At-Risk Students: Findings from the HOTS Program. *Phi Beta Kappan* 71(5), 389-397. 9 pages. **L000723**

Pogrow contends that learning problems are actually caused by a crucial factor not usually recognized: remedial students do not understand "understanding." In this article, Pogrow describes the Higher Order Thinking Skills (HOTS) project for 4th through 7th graders along with the project's findings and the implications of those findings. The results suggest that at-risk students have tremendous levels of intellectual and academic potential, and that thinking skills programs can improve achievement in basic skills without focusing on subject matter. Order from CHIME.

RC-020009

Teaching Higher Order Thinking Skills

Alvarez, Marino C. (1990). Knowledge Activation and Schema Construction. Paper presented at the Annual Meeting of the American Educational Research Association, Boston. 27 pages. **L000696**

In this paper, Alvarez summarizes his study on the effects of case-base instruction--as compared to traditional instruction-- on students' ability to assemble and incorporate different knowledge sources in memory. Case-base instruction fosters critical thinking because students reason and think about problems and situations using their own experiences and styles of learning. Furthermore, using cases organized around themes and across disciplines helped students to generate plausible and meaningful explanations for new information. Order from EDRS; 7420 Fullerton Rd., Suite 110; Springfield, VA 22153-2852; (800) 443-3742.

Bonnstetter, Ronald J. (1989). Teacher Behaviors That Facilitate New Goals. *Education and Urban Society* 30(1), 30-39. 5 pages. **L000667**

This article presents a foundation for teaching strategies that develop enhanced creativity and heightened critical thinking skills in students. It gives an overview of desirable teacher/instruction characteristics that appear to meet those goals in the classroom. One such characteristic is the ability to develop individualized and cooperative curricula. Order from Sage Publications, Inc.; 2455 Teller Road; Newbury Park, CA 93120; (805) 499-0721.

Carnine, Douglas (1991). Curricular Interventions for Teaching Higher Order Thinking to All Students: Introduction to the Special Series. *Journal of Learning Disabilities* 24(5), 262-269. 9 pages. **L000683**

"Sameness" is seen as the fundamental process that underlies concepts, rules, and strategies which are integrated to produce higher order thinking. This article aims to explain and illustrate the implications of the "sameness analysis" curricular approach for fostering higher order thinking. Carnine denotes that learning important samenesses leads to a holistic understanding of a content area that is essential for at-risk students' development of higher order thinking. Order from CHIME.

Lazear, David (1994). *Seven Pathways of Learning: Teaching Students And Parents About Multiple Intelligences*. Tuscon, AZ: Zephyr Press. 230 pages. **L000743**

This book is David Lazear's third book of a series on multiple intelligences (MI). While defining the MI areas-- verbal, visual, rhythmic, logical/mathematical, kinesthetic, intrapersonal, and interpersonal-- (as conceived by Howard Gardner), Lazear provides many examples and exercises that educators and parents can utilize. He pays special attention to the developmental appropriateness of MI instruction by distinguishing between activities geared toward elementary, middle, and secondary students. The Multiple Intelligence theory acknowledges children's diverse learning styles and varied repertoire of skills and encourages schools to do the same. This book is well organized, clear, and easy to follow. Order from Zephyr Press; P.O. Box 66006-W; Tuscon, AZ 85728-6006; (602) 322-5090.

McDaniel Masters, Terry (1991). The Critical Thinking Workout. *Instructor* 100(6), 64-68. 3 pages. **L000720**

"The more [students] are challenged to think clearly and creatively, the better off they are, as students and as creative thinkers." This article sketches a regimen for creative and critical thinking skill building. McDaniel suggests many imaginative activities and possible materials which are sure to keep kids interested in their learning and skill development. Order from Instructor; 555 Broadway; New York, NY 10012; (212) 505-4900.

McTighe, Jay and Frank T. Lyman, Jr. (1988). Cueing Thinking in the Classroom: The Promise of Theory-Embedded Tools. *Educational Leadership* 45(7), 18-24. 7 pages. **L000668**

This article describes six tools for creating classroom conditions conducive to thinking. All the tools use visual cues, are thought provoking, and serve as physical reminders of thinking strategies in the classroom. The authors explain why instructional tools or tools based on research are promising, highlighting their positive contributions to both teachers and students. Order from CHIME.

Means, Barbara and Michael S. Knapp (1991). Cognitive Approaches to Teaching Advanced Skills to Educationally Disadvantaged Students. *Phi Beta Kappan* 73(4), 282-289. 8 pages. **L000722**

This article asks readers to discard assumptions of skill hierarchies: that children need to acquire basic skills before attempting to master higher order thinking skills, usually reserved for gifted students. The authors review cognitive research that presents evidence that students regarded as educationally disadvantaged can profit from instruction in comprehension, composition, and mathematical reasoning from the very beginning of their education. Order from CHIME.

Pogrow, Stanley (1990). A Socratic Approach to Using Computers with At-Risk Students. *Educational Leadership* 47(4), 61-66. 6 pages. **L000724**

Pogrow discusses computers as problem solving settings where dramatic techniques and socratic conversations can be utilized to develop students' thinking skills. In this way, the thinking skills curriculum may foster: metacognition, inference from context, decontextualization, and information synthesis. The author emphasizes that computers do not teach, teachers do. Students are much more influenced by teachers' modeling of learning behaviors than they are by static instruction. Order from Educational Leadership; ASCD; 1250 North Pitt St.; Alexandria, VA 22314-1453; (703) 549-9110.

Tharp, Roland G. (1989). Psychocultural Variables and Constants: Effects on Teaching and Learning in Schools. *American Psychologist* 44(2), 349-359. 11 pages. **L000695**

There are sharp differences in school achievement by members of different cultures. After examining relevant research, Tharp posits four classes of psychocultural variables--social organization, sociolinguistics, cognition, and motivation--that vary by culture in ways that relate

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differently with the expectations and routines of schools. Tharp recommends language development and contextualized instruction (i.e., using familiar situations for critical thinking exercises) for classrooms of all cultures whose students underachieve in school. Order from CHIME.

Thistlethwaite, Linda L. (1990). Critical Reading For At-Risk Students. *Journal of Reading* 33(8), 586-593. 8 pages. **L000727**

This article encourages teaching at-risk students, whether in middle school, high school, or college, to read critically. Thistlethwaite discusses seven activities for teaching critical reading. All of the activities involve students in writing as well as reading and all are appropriate for a cooperative learning environment. This is essential because most successful programs in critical thinking place importance on social interaction, for the social setting provides occasions for modeling effective thinking strategies. Order from Journal of Reading; International Reading Association; 800 Barksdale Rd.; P.O. Box 8139; Newark, DE 19714-8139; (302) 731-1600.

Equal Education Through School Reform and Educational Innovations

Darling-Hammond, Linda (1992). **Standards of Practice For Learner-Centered Schools.** New York: National Center for Restructuring Education, Schools, & Teaching. 38 pages. **L000719**

A major goal of the New York State Department of Education (NYSDE) is to "support schools that will encourage *all* students to construct, integrate, and apply their knowledge; solve problems; create; produce; think critically; and invent solutions to the unforeseeable problems that will confront them in the complex world of tomorrow." In this document, Linda Darling-Hammond outlines standards for educational outcomes, school practices, and educational assessment that can allow such schools to become the norm, rather than the exception to the rule. Order from CHIME.

Hopfenberg, Wendy S. (1991). *The Accelerated Middle School: Moving From Concept Toward Reality.* Paper presented at American Educational Research Association, Chicago, IL, April 3-7. 28 pages. **L000690**

The goals and dreams of most educators with regards to "at-risk" students are far below the expectations for gifted and talented students (e.g., critical thinking is typically only encouraged for gifted students). The pilot school in the Stanford Accelerated Middle Schools Project seeks to change the negative expectations held for many disadvantaged students. One of the key instruments for change specified is a reconceptualization of "at-riskness". Viewing "at-riskness" as a situation instead of as an internal trait, expands the possibilities for change. Order from CHIME.

Levin, Henry M. (1989). *Accelerated Schools: A New Strategy for At-Risk Students.* Bloomington, IN: Indiana Education Policy Center. 7 pages. **L000436**

In this article, Henry Levin describes the concept of accelerated schools for at-risk students. This approach seeks to raise the achievement levels of at-risk students by speeding up the learning rather than placing the students in a remedial program (special education, for example). Levin points out

that special education tends to lower expectations of students, while accelerated schools tend to stress higher levels of achievement. Order from CHIME.

Lewis, Anne C. (1991). *Gaining Ground: The Highs and Lows of Urban Middle School Reform 1989-91.* New York: The Edna McConnell Clark Foundation. 125 pages. **L000674**

In this report, the author evaluates the changes and challenges faced by participating middle schools in the first two years of an urban middle school reform project. Five school districts representing four states are involved in the project, to provide disadvantaged students access to an education of "high content, high expectations, and high support." While all the schools faced many adverse conditions, Anne Lewis finds that the schools are more child-centered, with greater enthusiasm for reform among teachers, schools, and school districts. Order from CHIME.

Lewis, Anne C. (1993). *Changing the Odds: Middle School Reform in Progress 1991-93.* New York: The Edna McConnell Clark Foundation. 128 pages. **L000706**

"Changing the Odds" is a report on the second phase (1991-93) of a five year, urban middle school initiative funded by The Edna McConnell Clark Foundation. In this report, Anne Lewis records how deeply troubled middle schools can change the outcomes of their students. All the participating schools still face innumerable obstacles; but a hopeful sign is that in almost every school, teachers have come to believe that their students can learn at a high level, and that they gained new skills to teach them. Of great value to any middle school undergoing reform, is the final chapter, which discusses lessons about beating the odds (learned during The Clark reform process.) Order from The Edna McConnell Clark Foundation; 250 Park Avenue; New York, NY 10177; (212) 551-9100.

Paul, Richard W. (1984). Critical Thinking: Fundamental to Education for a Free Society. *Educational Leadership* 42(1), 4-14. 15 pages. **L000726**

This essay is a theoretical explanation of the rationale behind the development of critical thinking skills. Special attention is paid to the fundamentals of teaching critical thinking and basic academic competencies. Paul contends that it is necessary for our educational system to foster dialectical reasoning. In that way, it will contribute to a democratic society because critical thinking skills are essential to the free, rational, and autonomous mind. Order from CHIME.

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Selected Readings from CHIME

In conjunction with the Good Common School Project

Summer 1994

The Good Common School Project addresses the need for fundamental school reform. It defines ten critical student entitlements that will make schools more responsive to the needs of all students. CHIME (Clearinghouse for Immigrant Education) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. *Selected Readings* is a periodic publication that presents resources from the CHIME collection on a given subject. Ordering information is found on the last page. Please contact CHIME at 800-441-7192 for any further information.

Resources on School Restructuring: Empowering Teachers to Serve a Diverse Student Population

Compiled by Gillian D. Cohen

Children are entitled to instruction by teachers who hold high expectations for all students and who are fully prepared to meet the challenge of diverse classrooms.

Barriers to Effective Teaching

Dickerson, Sandra (1993). The Blind Men (Women) and the Elephant: A Case for a Comprehensive Multicultural Education Program at the Cambridge Rindge and Latin School. In *Freedom's Plow: Teaching in the Multicultural Classroom*, edited by Theresa Perry and James Fraser. New York: Routledge, 65-89. 13 pages. **L000707**

In this essay, Dickerson describes her experience as one of a few teachers of color in a large, multicultural high school. According to the author, students are aware of the lack of representation of teachers of color and it has had negative effects on their acheivement. Order from CHIME.

Grant, Carl A. (1989). Urban Teachers: Their New Colleagues and Curriculum. *Phi Delta Kappan*, 62, 764-770. 7 pages. **L000342**

Many new teachers enter urban schools with little knowledge or understanding of the many cultures, ethnicities, and socioeconomic backgrounds of the students they are likely to encounter in urban classrooms. New teachers need help developing the skills and attitudes necessary for teaching in the urban context. Order from CHIME.

RC

Macias, Reynaldo F. (1989). *The National Need for Bilingual Teachers - An Executive Summary.* Claremont, CA: Tomas Rivera Center. 8 pages. **L000456**

This paper presents a case for the national need for additional teacher training and recruitment of bilingual teachers. Spanish speaking teachers are the most needed, and there is increasing demand for speakers of Asian and other languages. This paper calls for more federal attention to preparing teachers to instruct immigrant students. Order from CHIME.

Monsivais, George I. (1990). *Latino Teachers: Well Educated but Not Prepared - An Executive Summary.* Claremont, CA: The Tomas Rivera Center. 4 pages. **L000691**

This report is a short summary of research on the professional preparation and work experiences of currently practicing Latino teachers. The summary includes: barriers and support services during teacher education programs, teachers' perception of their preparation for teaching Latino students, and their degree of satisfaction with teaching. Monsivais found that overall, teachers felt unprepared to work with Latino students. Order from The Tomas Rivera Center; 710 North College Avenue; Claremont, CA 91711; (909) 625-6607.

Moran, Sheila (1990). Schools and the Beginning Teacher. *Phi Delta Kappan*, 72(3), 210-213. 4 pages. **L000349**

Inadequate teacher training programs leave beginning teachers unprepared to handle all of the demands of their new responsibilities. Problems are compounded by the lack of support within the school workplace. Beginning teachers, expected to have the same resources and knowledge as their more experienced colleagues, become professionally and socially isolated from fellow teachers. Order from CHIME.

Rong, Xue Lan and Judith Goetz (1989). *The Underrepresentation of Asian American Teachers in Elementary and Secondary Schools: Patterns, Causes, and Recommendations.* A paper presented at the Eastern Educational Association Annual Conference, Savannah, GA, February 1989. 36 pages. **L000493**

Despite the growth of Asian American representation in higher education, there is still a great lack of teachers at the elementary and secondary level; there is a growing disparity between the number of Asian American students and Asian American teachers. Four variables explaining the shortage are explored in this paper: cultural and linguistic barriers, occupational orientation, immigration status and racial discrimination. Order from CHIME.

Teacher Recruitment

California Department of Education (1991). *Remedying the Shortage of Teachers for Limited-English Proficient Students.* Sacramento, CA: Task Force on Selected Limited English Proficiency Issues, California Department of Education. 40 pages. **L000270**

This report argues that the shortage of teachers for Limited English Proficient (LEP) students has been detrimental to LEP students and influential in their high dropout rate. The report discusses training for current teachers and paraprofessionals, recruitment of new bilingual teachers, and the facilitation of foreign teachers' entrance into the work force as some remedies to the problem. A bibliography of resources and references is included. Order from California Deparment of Education; P.O. Box 271; Sacramento, CA 95802-0271; (916) 445-1260.

Darling-Hammond, Linda, Lisa Hudson, and Sheila Nataraj Kirby (1989). *Redesigning Teacher Education: Opening the Door for Science and Mathematics Teaching*. Santa Monica: The RAND Corporation, 1989. 73 pages. **L000698**

In this book, Darling-Hammond et al. present an analysis of sixty-four nontraditional teaching programs developed in response to the current shortage of math and science teachers in America. The programs are geared towards four pools of potential teachers: retirees from math and science careers, other career changers, recent college graduates, and teachers in fields other than math and science. In-depth descriptions of nine programs are included. Order from The RAND Corporation; 1700 Main Street; P.O. Box 2138; Santa Monica, CA 90407-2138; (310) 393-0411.

The Tomas Rivera Center (1993). *Learning Communities in Teacher Education Programs: Four Success Stories.* Claremont, CA: The Tomas Rivera Center. 29 pages. **L000693**

By the late 1990s, one quarter of U.S. school children will be of Latino background, but Latinos interested in entering the teaching profession face many barriers. Among these are financial barriers, inadequate preparation, and lack of support. This report describes four sites that are using the "learning community" model to help potential Latino teachers overcome these obstacles. Order from The Tomas Rivera Center; 710 North College Avenue; Claremont, CA 91711; (909) 625-6607.

Conditions and Program Development for Effective Teacher Support

Corcoran, Thomas B., Lisa J. Walker, and J. Lynn White (1988). *Working in Urban Schools*. Washington, D.C.: The Institute for Educational Leadership. 88 pages. **L000675**

This book is an analysis of interviews with 4000 teachers and staff members on the conditions of schools in large urban districts and the effects of these conditions on teaching. The authors report on eight major areas: the physical conditions of schools; teachers' access to resources; teacher/student relationships; teacher autonomy and school involvement; collegiality among teachers; teacher supervision, support and evaluation; administrative leadership; and school/district relationship. Order from CHIME.

Darling-Hammond, Linda (1986). A Proposal for Evaluation in the Teaching Profession. *The Elementary School Journal*, 86(4), 531-551. 20 pages. **L000673**.

In this article, Darling-Hammond critiques new "objective" evaluation techniques which she says devalue teachers' knowledge and do not measure the skills necessary for teaching in diverse classrooms. The

author suggests a new system based on the evaluation methods used in other professions. Professional treatment of teachers, she argues, will lead to greater professionalism among them. Order from The University of Chicago Press; Elementary School Journal; 5801 Ellis Avenue; Chicago, IL 60637-1496; (312) 702-6096

DuFour, Richard (1991). *The Principal as Staff Developer*. Bloomington, IN: National Educational Service. 105 pages. **L000700**

Richard DuFour argues that it is the principal's responsibility to lead school change by building partnerships with teachers. Empowering teachers and creating a positive organizational climate in the school encourages teachers to build on their knowledge. Alternative methods of staff development, in-service training, and teacher supervision are offered. Order from CHIME.

Gordan, Stephen P. (1991). *How to Help Beginning Teachers Succeed*. Alexandria, VA: Association for Supervision and Curriculum Development. 43 pages. **L000717**

Forty to fifty percent of all beginning teachers dropout within seven years, most within the first two. Gordon traces the drop off to the early teaching experiences of novice teachers. This book guides readers through the process of establishing a Beginning Teacher Assistance Program. Mentorship Programs are a primary focus. Order from Association for Supervision and Curriculum Development; 1250 North Pitt Street; Alexandria, VA 22314; (703) 549-9110.

Grippin, Pauline C. (1989). *Using Research on Teaching Excellence to Re-model Teacher Education*. A paper presented at the Annual Meeting of the Eastern Educational Research Association, Savannah, GA, February 1989. 8 pages. **L000672**

Most teacher training programs use student teaching with a cooperative teacher as a way to model good teaching. Grippen argues that this method is not comprehensive enough because many cooperating teachers emphasize survival skills and not the teaching behaviors research has shown to be effective. She proposes an alternative model using videos of "outstanding teachers" to demonstrate how theory and research manifest themselves in real classroom experiences. Order from ERIC Clearing House; ED304425; 1(800)443-ERIC.

Little, Judith Warren (1990). Conditions of Professional Development in Secondary Schools. In *The Contexts of Teaching in Secondary Schools: Teachers' Realities*. Edited by Milbrey McLaughlin, Joan Talbert, and Nina Bascia. New York: Teachers College Press, 187-223. 17 pages. **L000705**

In this analysis, Judith Warren Little suggests that teachers' experiences affecting their growth as classroom instructors, faculty members and professionals - both in and out of the classroom - should be considered part of professional development. Little examines aspects of these experiences and asks if these impede or promote teachers' professional development. Areas investigated include school goal formation, relationships among and between teachers and students, and opportunites for formal professional development such as university study and district-wide workshops. Order from CHIME.

Robbins, Pam (1991). *How to Plan and Implement a Peer Coaching Program*. Alexandria, VA: Association for Supervision and Curriculum Development. 38 pages. **L000718.**

In this truly "How-to" book, Robbins teaches strategies, logistics, and requirements for implementing and institutionalizing a peer coaching program. The goal of the program is to facilitate the individual teacher's ability to analyze his or her own teaching. The peer coach, generally another teacher, helps conduct the research by taking data, encouraging the teacher through changes and occasionly demonstrating technique. Order from Association for Supervision and Curriculum Development; 1250 North Pitt Street; Alexandria, VA 22314-1403; (703) 549-9110.

Teaching and School Restructuring

Ashby, Suzanne, Rick Larson, and Mary Jean Munroe, (1989). *Empowering Teachers: The Key to School Based Reform*. Paper presented at the Annual Meeting of the Association of Teacher Education, St. Louis, MO. February 18-22, 1989. 9 pages. **L000500**

This paper discusses teacher empowerment, focusing on factors effecting teachers' sense of efficacy. These factors include: administrative support; responsibility for meaningful tasks; role in decision making structures determining teaching assignments, curriculum, and school policy; and choice in staff development. Teachers who are empowered are best able to help students empower themselves. Order from CHIME.

Little, Judith Warren (1984). Seductive Images and Orginizational Realities in Professional Development. *Teachers College Record*, 86(1), 84-102. 9 pages. **L000666**

"Seductive Images and Organizational Realities" examines the outcomes of two staff development programs after three years. The succesful program consisted of long term, in-service training. Collaboration among and between principals and teachers in training and implementation was encouraged. The challenges of implementing organizational changes is discussed. Order from CHIME.

Popkewitz, Thomas S. and Kathryn Lind (1989). Teacher Incentives as Reforms: Teachers' Work and the Changing Control Mechanism in Education. *Teachers College Record*, 90(4), 575-594. 11 pages. **L000663**

Popkewitz and Lind give a detailed review of teacher and school reform plans coming out of Wisconsin in recent years. Evaluations of the programs reveal that new ideologies, practices, and slogans meant to improve conditions, have infact limited teacher autonomy and responsibility. Order from CHIME.

Rozenholtz, Susan (1985). Political Myths About Education Reform: Lessons from Research on Teaching. *Phi Delta Kappan*, 66(5), 349-355. 12 pages. **L000660**

Rozenholtz critiques politically popular solutions to the crisis in teaching quality in the U.S. Incentive approaches, like career ladders and competition among teachers, further isolate teachers who already feel

alienated. Collaboration, professional dialogue and apprenticeship are some alternative methods suggested by research on teacher motivation. Order from CHIME.

Better Meeting the Needs of Linguistic Minorities

Eastern Stream Center on Resources and Training (ESCORT), (1993). *Help! They Don't Speak English, Starter Kits for Primary School Teachers, Elementary Teachers, Teachers of Young Adults and Principals.* Oneonta, NY: the Eastern Stream Center on Resources and Training. 114-185 pages. **L000684, L000686, L000687, and L000688**

"Help! They Don't Speak English, Starter Kits" are a series of four resource manuals for teachers of limited English proficient (LEP) children, teens and adults. The guides are geared towards migrant students whose education might have been sporadic and incomplete. All of the guides introduce readers to the immediate needs and cultural backgrounds of students entering their classes. They discuss assessment, placement and evaluation of students, and effective outreach to parents. They also each provide lists of resource people and additional readings. The guide for primary teachers examines techniques for teaching reading and basic mathematics, and emphasizes the dangers of grade retention. The elementary school teachers' guide looks at literacy development and teaching language in content-area classrooms (ie,math classes, science classes.) The manual for teachers of young adults focuses on development of survival English and literacy for everyday life. And the guide for principals familiarizes them with their role in facilitating LEP students' learning and students' legal rights. Order from ESCORT; Bugbee Hall; Room 305; Oneonta, NY 13820; 1 (800) 451-8058.

Gonzales, Frank (1988). *Integrating the ESL student into the Content Area Classroom*. San Antonio, TX: Intercultural Developmental Research Association. 50 pages. **L000679**

This training module is designed to familiarize mainstream teachers with successful strategies to integrate ESL students into their classrooms. The module lists five objectives: to acquaint teachers with common problems for ESL students in content area classes; to demonstrate how language and cognitive skills can be fostered through science, mathematics and social studies; to introduce cooperative learning and sheltered English; and to encourage collaboration between bilingual and mainstream teachers. Order from the Intercultural Development Research Association; 5835 Callaghan Road; Suite 350; San Antonio, TX 78228; (202) 684-8180.

Gonzales, Frank (1988). *First and Second Language Acquisition Processes*. San Antonio, TX: Intercultural Development Research Association. 44 pages. **L000676**

This training module familiarizes participants with the process a student goes through in acquiring English as a second language. The objectives are to educate participants on: the nature of language acquisition; the interrelationship of first and second languages; the categories of ESL programs; and strategies for placing students in appropriate ESL programs. Order from the Intercultural Development Research Association; 5835 Callaghan Road; Suite 350; San Antonio, TX 78228; (202) 684-8180.

Hamayan, Else V. and Ron Perlman, (1990). *Helping Language Minority Students After they Exit from Bilingual/ESL Programs: A Handbook for Teachers*. Washington, D.C.: National Clearinghouse for Bilingual Education. 19 pages. **L000659**

Even after graduating from transitional bilingual programs, bilingual students often need extra support while transferring into mainstream classes. This handbook for mainstream teachers (K-12) is comprised of strategies to help students make the transition smoothly. These strategies include training a "buddy" to draw the student in academically and socially, and meeting with previous teachers to familiarize themselves with the student's background. Order from CHIME.

Meeting the Needs of a Culturally Diverse Student Population

Bryant, Bunyan and Alan H. Jones (1993). *Seeking Effective Schools for African American Children: Strategies for Teachers and School Managers*. San Francisco: Caddo Gap Press. 80 pages. **L000699**

All children can succeed, Bryant and Jones write, if educators become proactive. In "Seeking Effective Schools", the authors examine strategies which can be used to improve schooling for African American students. Five criteria they determine for each strategy are: administrative leadership; a climate of expectations for student success; a safe and positive environment; a focus on basic skills; and evaluation of student success to chart improvement. Order from Caddo Gap Press; 3145 Geary Blvd; Suite 275; San Francisco, CA 94118; (415) 750-9978.

Hidalgo, Nitza (1993). Multicultural Teacher Introspection. In *Freedom's Plow: Teaching in the Multicultural Classroom*, edited by Theresa Perry and James Fraser. New York: Routledge, 99-106. 5 pages. **L000711**

In this essay, Hidalgo defines the popular terms culture and multiculturalism for teachers. Students come from a variety of cultural backgrounds which influence their thoughts, beliefs, and behaviors. To understand how culture and education interact, Hidalgo asks probing questions and challenges teachers to be introspective and consider their own cultural background. Order from CHIME.

Martinez, Rodolfo (1992). Staff Development for Improving Teaching Skills of Mainstream Teachers of Limited English Proficient (LEP) Students. *Journal of Educational Issues of Language Minority Students*, 11, 163-173. 6 pages. **L000664**

Teaching is a continual decision making process resulting from teacher/student interaction. Because the majority of teachers are Anglo, while students come from a diverse array of cultural backgrounds, teachers can receive miscues and make inappropriate decisions. Martinez proposes a training model - "simulated recall" - to increase teachers' cultural sensitivity by asking them to analyze videos of their interactions with students. Order from CHIME.

Olsen, Laurie and Nina Mullen (1990). *Embracing Diversity: Teachers Voices from California Classrooms*. San Francisco: California Tomorrow. 121 pages. **L000097**

This book profiles 36 mainstream teachers who have found creative ways to bridge the gap between themselves and their immigrant students. The book is divided into four sections, each beginning with demographic and statistical information followed by implications of the profiles. The topics covered include: climate, pedagogy, and curriculum within the classroom; teacher training and professional development; and school restructuring and administrative support for teachers. Order from California Tomorrow; Fort Mason Center, Building B: San Francisco, CA 94123; (415) 441-7631. Individual chapters available from CHIME.

Walker, Wendy (1990). A Window Into Their Lives. In *California Perspectives: An Anthology of the Immigrant Students Project* edited by JoAnn Cabello. CA: California Tomorrow. 5 pages. **L000040**

This article describes "cultural journalism" as a way for teachers to establish communication between themselves and their multi-ethnic classrooms. By encouraging students to write about their personal experiences, cultures, and histories, teachers both empower students and learn from them. Using students' knowledge allows teachers to better meet their needs. Order from CHIME.

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Diversity in Early Childhood Education

Compiled by Karen L. Hartke

Multicultural Education

Brunson Phillips, Carol (1988). Nurturing Diversity for Today's Children and Tomorrow's Leaders. *Young Children* (January), 42-47. 6 pages. **L000120**

Carol Brunson Phillips challenges the assumption that multicultural education, as presently formulated as learning about different cultures, adequately addresses the problem of social inequality in the United States. Neither culture, difference, nor diversity are the root problems of social inequality in the U.S. The problem lies in the response to culture, the response to diversity, and the response to difference. She argues that racism, oppression, and victimization can never be changed by learning about culture. Phillips calls for transforming multicultural education into an anti-racist and anti-bias approaches. Order from CHIME.

Derman-Sparks, Louise (1989). How Well Are We Nurturing Racial and Ethnic Diversity? *CAEYC Connections* 18(1), 3-5. 3 pages. **L000125**

This article analyzes the effectiveness of common teaching methods and curriculum in fostering racial and ethnic diversity in the classroom. The author categorizes problematic curriculum into three major types: Dominant Culture-Centered, Color-Denial, and Tourist-Multicultural Curriculum. Following each curriculum description are examples illustrating how cultural insensitivity manifests in the classroom. The author concludes with concrete suggestions on the ways to address cultural insensitivity and to promote multiculturalism. Order from CHIME.

Derman-Sparks, Louise and the A.B.C. Task Force (1989). *Anti-Bias Curriculum: Tools for Empowering Young Children*. Washington, DC: The National Association for the Education of Young Children. 149 pages. **L000080**

Children develop an awareness of and attitudes towards race, gender, disabilities, and other differences at a very young age. Derman-Sparks argues that early childhood educators have a responsibility to help young children develop a knowledgeable, confident sense of self, critical

RC 020009

thinking skills to challenge injustice, and a comfort with and positive attitude towards diversity. This book outlines the principles and methodologies of an anti-bias approach, providing teachers with ideas and activities so they can re-create an anti-bias curriculum appropriate to their specific classroom. Order from National Association for the Education of Young Children; 1834 Connecticut Avenue, NW; Washington, DC 20009; (202) 232-8777.

Harris, Violet J. Multicultural Curriculum: African American Children's Literature. *Young Children*,(January) 1991: 37-44. **L000140**

This article highlights the importance of African American children's literature as an educational and socialization agent for all children. Harrows stresses the importance of developing culturally-conscious literature which draws on authentic portrayals of African Americans. The article includes literature references for African-American children's books and a list of publishers that support culturally-conscious literature. Available from CHIME.

McLean, S. Vianne (1990). Early Childhood Teachers in Multicultural Settings. *The Educational Forum* 54(2), 197-204. 8 pages. L000032

Arguing that educational practice is inextricably tied to teachers' personal and cultural beliefs, the article attempts to understand the role of belief systems in curricular decision making. The author investigates several different teacher approaches to multicultural education in early childhood settings. The article shows how a responsive approach is found in teachers who "focus on self" and become "committed reflectors" who critically examine the cultural attitudes hidden in their curricula. Order from CHIME.

Olsen, Laurie and Nina Mullen (1990) Stopping Bias in its Tracks. In *California Perspectives: An Anthology from the Immigrant Students Project*, edited by JoAnn Cabello. California: California Tomorrow, 1990. 9 pages. **L000515.**

This article describes the process through which child care teachers are sensitized to issues of prejudice and bias, both personal and systemic, in a course named Anti-Bias Curriculum, taught at Cabrillo Community College in California. Taught to a myriad of early childhood professionals, the course consists of several excercises which encourage students to examine their own bias and to understand the messages that young children receive from the world around them. The basic premise is that young children absorb society's spoken and unspoken biases, and therefore, professionals are encouraged to think of creative ways to change combat prejudice and bias. Order from CHIME.

Olsen, Laurie and Nina Mullen (1990). *Embracing Diversity: Teachers' Voices From California's Classroom*. California: California Tomorrow. 120 pages. **L000097**

Embracing Diversity seeks to understand the challenges for teachers in celebrating the cultures of all children, meeting their needs, and creating a sense of unity in the classroom. Thirty-six teachers from California who teach classes with both US-born and immigrant students talk about creating a classroom climate supportive of diversity, integrating multicultural education across the curriculum, the challenge of bilingual education, and sustaining motivation for teaching. Order from California Tomorrow; Fort Mason Center Building B; San Francisco, CA 94123.

Linguistic Diversity and Second Language Learning

Eastern Stream Center on Resources and Training (ESCORT), (1993). *Help! They Don't Speak English, Starter Kits for Primary School Teachers, Elementary Teachers, Teachers of Young Adults and Principals*. Oneonta, NY: the Eastern Stream Center on Resources and Training. 114-185 pages. **L000684, L000686, L000687, and L000688**

"Help! They Don't Speak English, Starter Kits" are a series of four resource manuals for teachers of limited English proficient (LEP) children, teens and adults. The guides are geared towards migrant students whose education might have been sporadic and incomplete. All of the guides introduce readers to the immediate needs and cultural backgrounds of students entering their classes. They discuss assessment, placement and evaluation of students, and effective outreach to parents. They also each provide lists of resource people and additional readings. The guide for primary teachers examines techniques for teaching reading and basic mathematics, and emphasizes the dangers of grade retention. The elementary school teachers' guide looks at literacy development and teaching language in content-area classrooms (ie,math classes, science classes.) The manual for teachers of young adults focuses on development of survival English and literacy for everyday life. And the guide for principals familiarizes them with their role in facilitating LEP students' learning and students' legal rights. Order from ESCORT; Bugbee Hall; Room 305; Oneonta, NY 13820; 1 (800) 451-8058.

Fillmore, Lily Wong. When Learning a Second Language Means Losing the First. *Early Childhood Research Quarterly*, 6(3), 323-347. California: University of California. **L000387**

This paper is the result of an extensive nationwide project that examined language maintenance in early education programs. Fillmore argues that the loss of a child's primary language, as a result of immersion into all English programs, can be damaging to family relationships. The findings suggest that when children learn a second language at the expense of their own, that communication between parents and children becomes problematic, which can have long term effects on family structures. Order from Department of Education, University of California Berkeley, Berkeley, CA 94720.

Nai-Lin Chang, Hedy & California Tomorrow (1993). *Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education*. San Francisco: California Tomorrow. 102 pages. **L000702**

This California Tomorrow report explores the challenges faced by early care and education. Their survey results indicate that cultural and linguistic diversity are the norm for child care centers across the state of California. The authors underscore the importance of culturally, linguistically, and developmentally appropriate early child care and education by referring to relevant research and literature. They specifically aim to introduce practitioners and policy makers to the growing body of research about appropriate care. Order from CHIME.

Soto, Lourdes Diaz (1991). Understanding Bilingual/Bicultural Young Children. *Young Children*, 6(2, 30-36. 7 pages. **L000704**

This literature review examines demographic and educational trends pointing to the growing numbers of bilingual/bicultural children in America today, and examines the misconceptions about young children learning a second language. Successful early childhood bilingual programming and practical applications of research is discussed, as well as the heavy impact of teachers attitude and knowledge base in setting educational goals of acceptance and appreciation of diversity. Order from CHIME.

Developmentally Appropriate Practice - Enhancing Diversity

Darling-Hammond, Linda (1992). *Standards of Practice For Learner-Centered Schools.* New York: National Center for Restructuring Education, Schools, & Teaching. 38 pages. **L000719**

A major goal of the New York State Department of Education (NYSDE) is to "support schools that will encourage *all* students to construct, integrate, and apply their knowledge; solve problems; create; produce; think critically; and invent solutions to the unforeseeable problems that will confront them in the complex world of tomorrow." In this document, Linda Darling-Hammond outlines standards for educational outcomes, school practices, and educational assessment that can allow such schools to become the norm, rather than the exception to the rule. Order from CHIME.

Gullo, Dominic F. (1992). *Developmentally Appropriate Teaching in Early Childhood.* Washington, DC: National Education Association. 96 pages. **L000685**

In this book, Gullo explores early childhood education using research that has proven that children learn best when teaching methods and materials best meet the children's chronological and cognitive stage of development. Gullo examines children's thinking, the classroom environment, responsive and flexible teaching methods, and parent participation. In addition, Gullo discusses the evaluation and development of developmentally appropriate curriculum. Order from National Education Association; P.O. Box 509; West Haven, CT 06516; (800) 229-4200.

Kostelnik, Marjorie J. (1993). Developmentally Appropriate Programs. *ERIC Digest*, July 1993. 2 pages. **L000701**

This paper aims to debunk the myths surrounding developmentally appropriate practices (DAP) or programs and to outline what constitutes DAP. One myth states that DAP is inappropriate for culturally diverse groups, for children of varying socioeconomic backgrounds, or for children with special needs. Kostelnik contends that the principles guiding developmentally appropriate programs are universally applicable. She also highlights the importance of treating children as individuals, by recognizing their changing capabilities, their culture, past experiences, and current circumstances. Order from CHIME.

Lazear, David (1994). *Seven Pathways of Learning: Teaching Students And Parents About Multiple Intelligences.* Tucson, AZ: Zephyr Press. 230 pages. **L000743**

This book is David Lazear's third book of a series on multiple intelligences (MI). While defining the MI areas-- verbal, visual, rhythmic, logical/mathematical, kinesthetic, intrapersonal, and interpersonal--(as conceived by Howard Gardner), Lazear provides many examples and exercises that educators and parents can utilize. He pays special attention to the developmental appropriateness of MI instruction by distinguishing between activities geared toward elementary, middle, and secondary students. The Multiple Intelligence theory acknowledges children's diverse learning styles and varied repertoire of skills and encourages schools to do the same. This book is well organized, clear, and easy to follow. Order from Zephyr Press; P.O. Box 66006-W; Tucson, AZ 85728-6006; (602) 322-5090.

Means, Barbara and Michael S. Knapp (1991). Cognitive Approaches to Teaching Advanced Skills to Educationally Disadvantaged Students. *Phi Beta Kappan* 73(4), 282-289. 8 pages. **L000722**

This article asks readers to discard assumptions of skill hierarchies: that children need to acquire basic skills before attempting to master higher order thinking skills, usually reserved for gifted students. The authors review cognitive research that presents evidence that students regarded as educationally disadvantaged can profit from instruction in comprehension, composition, and mathematical reasoning from the very beginning of their education. Order from CHIME.

National Association for the Education of Young Children (1988). NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5- Through 8-Year-Olds. *Young Children* 43(1), 64-84. 21 pages. **L000716**

NAEYC believes that the extent to which the curriculum and instructional methods are developmentally appropriate for children 5 through 8 years of age is an index of the quality of primary education. This position statement describes both developmentally appropriate and inappropriate practices in the primary grades. The major areas of focus are teaching strategies and the integrated curriculum. NAEYC recognizes that the most effective teaching practices are those that guide children's learning and are not limited to seat work and textbooks. Order from CHIME.

NAEYC (1989). *Appropriate Education in the Primary Grades.* Washington, DC: National Association for the Education of Young Children. 24 pages. **L000518**

This pamphlet outlines the NAEYC's position on appropriate and inappropriate practices in the primary grades. Curricular, instructional, and assessment practices are reviewed and recommendations are made. NAEYC believes that appropriate practices or recommendations should enhance children's knowledge and skills using stimulating, holistic methods that take into consideration the physical, social, emotional, and intellectual needs of *every* child. Order pamphlets from NAEYC; 1509 16th Street, NW; Washington, DC 20036; (800) 424-2460.

NAEYC and the National Association of Early Childhood Specialist in State Departments of Education (NAECS/SDE) (1991). Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8. *Annual Editions (1992/93)* Article 18, 86-94. 9 pages. **L000715**

In this position statement, the NAEYC and the NAECS/SDE guide teachers and supervisors to make informed decisions about appropriate curriculum content and assessment, and to evaluate existing curriculum and assessment practices. They advocate for more approaches that take into consideration the child's background, abilities, and existing knowledge. Order from Dushkin Publishing Group; Luice Dock; Guilford, CT 06437; (203) 453-4351.

Schweinhart, Lawrence J. and Charles F. Hohmann (1992). The High/Scope K-3 Curriculum: A New Approach. *Principal* 71(5), 16, 18-19. 3 pages. **L000732**

This article evaluates the High/Scope K-3 curriculum. The High/Scope K-3 curriculum differs from typical teacher-directed instruction and other child-centered curricula because it emphasizes the child as a self-initiating, active learner and uses cognitive development theory to stress problem solving and independent thinking. Furthermore, because findings indicate that High/Scope children scored better on achievement tests than they would have in regular classes, the High/Scope K-3 curriculum assuages the worries many have about developmentally appropriate practices' ability to meet those standardized measures. Order from CHIME

Cultural Diversity and Parent/Family Involvement

Fillmore, Lily Wong (1990). Latino Families and the Schools. In *California Perspectives: An Anthology from the Immigrant Students Project*, edited by JoAnn Cabello. California: California Tomorrow, 1990. 8 pages. **L000051**.

In this review of four early childhood programs that use the Montessori method of teaching, Fillmore argues that the programs are successful with Latino children because the curriculum is relevant to the children's lives. The author suggests that false assumptions about Latino families' interest and ability to advance their children's learning frequently causes educators to treat Latino children differently than their peers. She argues against these assumptions and encourages programs to consider appropriate developmental education for all students. Order from CHIME.

Fruchter, Norm, Anne Galletta, and J. Lynne White (1992). *New Directions in Parent Involvement*. Washington, DC: Academy for Educational Development, Inc. 131 pages. **L000617**

This book identifies four current approaches to effective parent participation in schools: programs assisting parents of preschool children, programs involving parents in their children's education at home and school, school improvement programs, and governance reforms. After an historical overview of parent involvement since 1945 to provide a social context for current reforms, the book explores 18 successful programs. Available from Academy for Educational Development, 1255 23rd Street NW, Washington DC 20037.

Morrow, Robert D. (1989). Southeast Asian Parent Involvement: Can it be a Reality? *Elementary School Guidance and Counseling* 23(4), 289-296. 9 pages. **L000023**

Cultural values and backgrounds of Southeast Asian families are factors which often inhibit parental involvement. The author relates how values of privacy, family loyalty, and traditional deference to educational authorities inhibit the potential collaboration of Southeast Asian parents with schools. Other factors which affect Southeast Asian parents are described, including parent literacy levels, prearrival education levels, and traditional beliefs about parent involvement. Available from CHIME free of charge.

Multicultural Education Training and Advocacy, Inc. (1990). *A Handbook for Immigrant Parents: Protect the Educational Rights of Your Children*. San Francisco: Multicultural Education Training and Advocacy, Inc. 18 pages. **L000019**

Focusing on common problems that young newcomers encounter in U.S. public schools, this handbook describes federal laws that protect the educational rights of immigrant students. It describes a child's rights to attend school, to have help learning English, and to be free from INS harassment. A list of important addresses where parents can get additional advice, assistance, and referrals concerning educational issues is provided. This booklet is also available in Spanish (*Un Manual Para Padres y Madres Immigrantes: Proteja los Derechos de Educación Para sus Hijos y Hijas* **L000020**). Order from CHIME.

Nicolau, Siobhan and Carmen Lydia Ramos (1990). *Queridos Padres: En Los Estados Unidos La Escuela es Nuestra Tambien*. New York: Hispanic Policy Development Project, Inc. 26 pages. **L000015**

This pamphlet helps Latino parents support their children's education and development. It stresses that parents are their children's first teacher and discusses the basic skills parents should teach children. Parents are encouraged to establish relations with teachers, attend teacher/parent conferences and other functions, and participate in educational decision-making and governance. This pamphlet is also available in English (*You're a Parent...You're a Teacher Too. Join the Education Team* 26 pages. **L000016**). Order from Hispanic Policy Development Project, Inc.; 36 East 22nd St. 9th Floor; NY, NY 10000; (212) 529-9323.

Yao, Esther L. (1988). Working Effectively with Asian Immigrant Parents. *Phi Delta Kappan* 70(3), 223-225. 3 pages. **L000006**

Based on the premise that an educational programs' outreach and collaboration with parents results in positive educational benefits for the children, this article explores the challenges of reaching out to Asian parents. The author argues for the efficacy of such strategies as native language newsletters, involvement of parents on advisory committees, native language parent seminars, and hiring Asian parents as teacher's or administrative aides. Order from CHIME.

Assessment and Retention - Working Towards Equity

Valdez-Pierce, Lorraine and J. Michael O'Malley (1992). *Performance and Portfolio Assessment for Language Minority Students*. Washington DC: National Clearinghouse for Bilingual Education. 31 pages. **L000620**

To address the need for appropriate, reliable, and valid assessment instruments, this guide introduces two alternative modes of assessment: performance and portfolio. The authors provide detailed information about the purpose, development, and evaluation of each model. Because they are informal approaches that can be conducted within the natural context of the classroom, they provide a more accurate assessment than standardized tests. Order from CHIME.

Ascher, Carol (1990). Assessing Bilingual Students for Placement and Instruction. *ERIC Clearinghouse on Urban Education Digest* 65, 1-4. 4 pages. **L000451**

Currently, the language difficulties of bilingual students are often misdiagnosed as learning disabilities. This article argues that bilingualism is a thought process that should be taken into account when making placement decisions. Order from CHIME.

Cosden, Merith, Jules Zimmer, and Paul Tuss (1991). *The Impact of Age, Gender, and Ethnicity on Kindergarten Entry and Retention Decisions*. Paper presented at the American Educational Research Association Conference, 1991. 32 pages. **L000377**

This conference paper explores how age, ethnicity, and gender are related to the retention rates of kindergarten children. The authors review research findings which indicate that retention very often leads to school failure and high drop-out rates. Order from CHIME.

Meisels, Samuel J. (1989). High Stakes Testing In Kindergarten. *Educational Leadership* 46(7), 16-22. 7 pages. **L000630**

This article explores the concept of "readiness" and its relationship to kindergarten retention practices and extra year programs. More and more children are retained in kindergarten or denied access to kindergarten because of low scores on invalid, unreliable readiness tests. Teachers must view each child's development individually and look to alternative methods for ascertaining readiness. Order from CHIME.

Schulz, Tom (1990). Testing and Retention of Young Children. *The State Board Connection: Issues in Brief* 10(2). 1-8. 8 pages. **LOOO635**

Although some teachers believe that retaining students is an effective method of maintaining high academic standards, Tom Schulz presents compelling evidence against this common practice. Contrary to popular belief, retention raises drop-out rates, has little or no effect on student achievement, is not cost-effective, and is seen as a punishment by children. Order from National State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314.

Shepard, Lorrie A. and Mary Lee Smith (1988). Flunking Kindergarten: Escalating Curriculum Leaves Many Behind. *American Educator* 12(2), 24-38. 5 pages. **L000519**

This article summarizes the authors' research on kindergarten retention issues. Their findings suggest that kindergarten retention has a stigmatizing effect on students and does not improve later academic achievement. Shepard and Smith found that flexible schools-- where teachers and administrators adapted the curriculum and instructional practices to a wide range of individual differences-- generally retained few students. Order from CHIME.

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